ST JOSEPH’S SCHOOL WAGGA WAGGA

STUDENTS WITH ADDITIONAL NEEDS POLICY

The implementation of the Students with Additional Needs Policy reflects the school’s commitment to the Diocesan Vision and Mission and the Vision and Mission statements of the school.

REFLECTIVE READINGS

Building on Strengths CSO (2003)
First Steps LATL Chapter 4 “First Steps and Diversity”

POLICY

Staff members at St Joseph’s School are committed to valuing and fostering the unique abilities and talents of all students and recognise the importance and dignity of individual children. They strive to promote inclusive practices to improve the educational outcomes of students with disabilities as well as the gifted and talented students. The school environment is monitored to ensure that all students have equal access to resources and facilities.

The area of Special Education has four aspects:-

- Children with learning difficulties and those who suffer from sensory, physical or intellectual disorders.
- Children who fall into the exceptional range of intelligence and ability.
- Children who have a special skill or talent in regard to one or a number of areas.
- Children who have English as their second language.

It is expected that assessment of students will be carried out within the following levels:

<table>
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<tr>
<th>Diagnostic Assessment</th>
<th>Standardised attainment tests that will provide the teacher with age or grade norms from which he/she may compare the pupil’s progress with a state or national sample, or the child’s standing on the test administered previously.</th>
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<td>Formative Assessment</td>
<td>On the spot assessment, based on observation and discussion. It reinforces formal evaluation.</td>
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<td>Summative Assessment</td>
<td>An assessment of attainment at any given time. a. task completion b. individual class progress through checklists, weakness charts etc c. individual school progress through formal checklists and records as designed by the school eg. First Steps Continua d. parent interviews e. report journals</td>
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The purpose of assessment is to:

1. Accurately identify the student’s needs.
2. Plan relevant learning and teaching programs.
3. Improve outcomes for the student.
4. Be accountable to child, parents, school system.
IMPLEMENTATION

• Follow the Procedure for Help with Children with Special Needs (Appendix A)

• Students with identified needs are given access to appropriate support programs, school based or external, wherever possible.

• In the case of students with low attainment scores in assessment tasks discussions are to be held with the Learning Support Teacher (LST), class teacher and Principal to ensure appropriate support programs are implemented.

• New enrolments, where a need is identified (other than Kinder), are to be screened by the Education Officer, Learning Support Teacher and Principal.

• Systematic and regular testing/assessment of students will be carried out in order to identify areas of individual needs.

• Staff will establish open communication with parents.

• “Assessment Request Form” to be signed by parent and teacher in the event of a request for further testing. Form to be filed in student file.

• Differentiated learning programmes will be provided to meet learners’ needs.

• Learning Support Teacher and Principal to complete submissions for Commonwealth funding for eligible students.

• Students with identified gifts, talents or learning needs are given access to appropriate support programmes, school based or external within staffing and financial constraints.

• Time, resources and personnel will be allocated to support students with learning needs.

• Discussions with Learning Support Teacher will be held to assist teachers in supporting students with special needs in the classroom.

• Interviews will be conducted by the Principal, LST, class teacher and support staff each term with parents/guardians of students with individual education plans (IEPs)

• Tracking of student intervention and support will be kept in student files.

OUTCOMES

• The needs of the students will be identified, and appropriate programmes will be provided

• Class teachers will cater for individual needs through a differentiated programme

• Children will feel valued as individuals
Appendix A

PROCEDURE FOR HELP WITH CHILDREN WITH SPECIAL NEEDS

Classroom Teacher:

If you have a child in your class about whom you are concerned about follow this procedure:

1. Confer with Principal at all times on procedures undertaken and the progress made.

2. Direct Observation - assesses behaviour patterns while working and playing, eg. records in a journal – dates, times, problems, etc.

3. Functional Assessment - refer to records of School Assessment such as Observation Survey, Best Start Assessment, etc

4. External Assessment - sight, hearing, occupational therapy, medical, psychological

5. Refer to the Special Education and Learning Support Teacher on your staff - with as much information as possible

6. Screening by Special Education Teacher/Diocesan Office Staff - assess ability in areas of concern

7. Refer to Education Officer – to seek Diocesan Office assistance

PROCEDURE FOR STUDENTS IDENTIFIED AS GIFTED AND TALENTED

Students who are excelling in particular aspects of the Key Learning Areas have their needs supported through the differentiation of teaching and learning programs. Teachers communicate to parents the progress of their children in this regard.

EVALUATION

Prepared by staff in 2012

To be reviewed by staff in 2015